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ABSTRACT

The document provides a systematic analysis of curriculum in marketing, focusing on the design and evaluation of a vocational course in the distributive education curriculum. The core course, entitled basic marketing, was selected because marketing competencies are essential to every distributive education student. The following areas are included: (1) taxonomy of marketing competencies; (2) educational objectives for marketing competencies; (3) an interview form to collect data on course objectives pertaining to the marketing competencies; (4) a categorization of objectives based on Yagi's Taxonomical System; (5) a matrix of marketing competencies to illustrate high school entry level occupational areas, marketing competencies, and objectives; (6) an instrument for task analysis; and (7) a set of six brief lesson plans. (Author/LJ)

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MARKETING COMPETENCIES

A Core Course of Study

Prepared by

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under the direction of

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Development and Structure of
Post-Secondary Occupational Education
15:288:560

Rutgers University
The State University of New Jersey

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PREFACE

Systematic development of curricula has been one of the weaknesses of educators. This situation is evident by the lack of continuity and duplication of effort in courses and programs of education. This course of study by Mr. Elric A. Cicchetti is a document which provides a systematic analysis for curriculum in a particular area.

Guides which you as a reader of this document may refer to for your own work are:

Technical Report 66-18 The Design of Instructional Systems. National Technical Information Service, Operations Division, Springfield, Virginia 22151. Request by No. AD - 644 - 054.

Technical Report 71-15 The Design and Evaluation of Vocational-Technical Education Curricula Through Functional Job Analysis. Springfield, Virginia: Human Resources Research Organization, June, 1971.

Taylor, J. E. et al. Technical Report 72-1 An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model. Human Resources Research Organization, 300 North Washington Street, Alexandria, Virginia 22314, January 1972.

Charles R. Doty
Rutgers University

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INTRODUCTION

This report will focus on the design and evaluation of a vocational course in the distributive education curriculum. The core course, entitled Basic Marketing, has been selected because marketing competencies are essential to every distributive education student. The following areas are included:

1. Taxonomy of Marketing Competencies. A taxonomy is included in order to clearly outline and organize the essential basics of Basic Marketing. From this point, it is then possible to be more precise in the development of educational objectives for the various marketing competencies.

2. Educational Objectives for Marketing Competencies. A set of educational objectives for Basic Marketing was obtained from a local distributive education coordinator. Some of these objectives were stated in performance terms but most of them were too generally stated in order to adequately classify them according to Yagi's taxonomical system. For this reason, a set of educational objectives were developed for the marketing competencies outlined in the taxonomy. The following sources were used as basis for composing specific educational objectives: (a) The Gregg/McGraw-Hill Advisory Committee, Program Planning Guide for Distributive Education, Gregg/McGraw-Hill Publishing Co., 1972. (b) Crawford, Lucy C., A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education,

USOE Project No. 6-85-044, Volumes I, II, III, and IV. Richmond: Virginia Polytechnic Institute, 1967.

3. An Interview Form is provided in order to collect data on course objectives pertaining to the marketing competencies.

4. A Categorization of Objectives is provided in order to illustrate the comprehensiveness of the course objectives. The categorization is based on Yagi's taxonomical system.

5. A Matrix of Marketing Competencies is provided to illustrate the following major categories: (a) High School Entry Level Occupational Areas, (b) Marketing Competencies, and (c) Objectives (i.e. information, skills, and attitudes).

6. An Instrument for Task Analysis is provided to determine specific task performances, learning difficulty, importance level, and type of instruction, i.e. group vs. individual.

7. A set of six Lesson Plans is provided to illustrate the teaching-learning process for specific task performances.

TAXONOMY FOR MARKETING COMPETENCIES

1.1 Planning the Product

- 1.1.1 Planning product policies
- 1.1.2 Standardizing and grading
- 1.1.3 Branding a product
- 1.1.4 Selecting brand names
- 1.1.5 Branding by middleman
- 1.1.6 Registering trademarks
- 1.1.7 Protecting trademarks
- 1.1.8 Packaging a product
- 1.1.9 Designing a product

1.2 Buying the Product

- 1.2.1 Determining consumer needs
- 1.2.2 Determining how much to buy
- 1.2.3 Determining when to buy
- 1.2.4 Determining where to buy
- 1.2.5 Planning the merchandise inventory
- 1.2.6 Constructing a merchandise plan

1.3 Pricing the Product

- 1.3.1 Determining price policies
- 1.3.2 Determining supply and demand
- 1.3.3 Setting prices to meet costs and demands
- 1.3.4 Using prices to reach marketing goals
- 1.3.5 Determining stock-turnover rate

1.4 Selling the Product

- 1.4.1 Evaluating sales personality
- 1.4.2 Prospecting
- 1.4.3 Preapproaching
- 1.4.4 Approaching
- 1.4.5 Determining the need
- 1.4.6 Analyzing the five buying decisions
- 1.4.7 Presenting the merchandise
- 1.4.8 Handling objections
- 1.4.9 Closing the sale

1.5 Displaying and Promoting the Product

- 1.5.1 Identifying types of display units
- 1.5.2 Constructing display units
- 1.5.3 Evaluating window displays
- 1.5.4 Using display materials
- 1.5.5 Identifying promotion techniques

1.6 Advertising the Product

- 1.6.1 Identifying advertising media
- 1.6.2 Classifying advertising media
- 1.6.3 Planning and writing copy
- 1.6.4 Planning and designing layout
- 1.6.5 Developing direct mail promotion
- 1.6.6 Selecting methods of promotion for a promotional campaign
- 1.6.7 Planning and preparing a radio advertisement
- 1.6.8 Applying the triple-associates test method in measuring the effectiveness of an advertisement

1.7 Servicing the Consumer

- 1.7.1 Using Credit
- 1.7.2 Identifying types of credit
- 1.7.3 Devising a credit collection procedure
- 1.7.4 Identifying supporting customer services
- 1.7.5 Identifying profit-oriented customer services
- 1.7.6 Identifying merchandise handling services
- 1.7.7 Identifying customer shopping conveniences
- 1.7.8 Determining sources of rental services

1.8 Researching

- 1.8.1 Using market research
- 1.8.2 Using primary sources of market data
- 1.8.3 Using secondary sources of market data
- 1.8.4 Analyzing a research study
- 1.8.5 Preparing a merketing report

1.9 Distributing

- 1.9.1 Preparing an invoice
- 1.9.2 Preparing a bill of lading

1.9.3 Preparing a receiving report
1.9.4 Identifying the use of price tickets
1.9.5 Identifying transportation factors
1.9.6 Determining uses of motor freight
1.9.7 Selecting appropriate packaging methods
1.9.8 Identifying storage methods

1.10 Wholesaling

1.10.1 Identifying types of wholesale firms
1.10.2 Identifying wholesaler merchandise aids
1.10.3 Identifying product planning process
1.10.4 Identifying promotional strategy
1.10.5 Identifying types of wholesale specialists

MARKETING COMPETENCIES
EDUCATIONAL OBJECTIVES

UNIT I PRODUCT PLANNING

1. Identify a product that has been successfully introduced within the past ten years. List and describe this product's development by identifying each stage, by year, in its product life cycle.

2. Given a product manufacturer, identify the sources of ideas for new products.

3. Given a prototype, identify and describe the stages through which the product must pass before it can be introduced safely to the market.

4. Given a product and knowledge of its probable market, design an appropriate brand.

5. Given a list of products and the characteristics of each, describe, sketch, and design a suitable package for each.

6. Identify and document the need for consumer protection in shopping in today's market.

7. Given a product line, identify pricing methods and policies used by companies in determining the price of a product and the probable market response to each pricing policy.

UNIT II BUYING

8. Given a new product, determine the key characteristics and its worth as a possible stock item.

9. Given a list of suppliers and their services, identify those most useful to a particular buyer in a career-interest business.

10. Given the planned sales figures and other supporting information for a men's shoe department, construct a merchandise plan for a six-month period. Be able to justify the figures shown for each element of the plan.

11. Given a list of perpetual inventory systems and specific merchandise, select the one that is the most economical to operate, and explain why this is true.

UNIT III PRICING

12. Given a department with a poor rate of stock turnover, and an updated merchandise plan, indicate how a buyer might improve the situation. Suggest a specific course of action.

13. Given a list of articles, identify the pricing technique that would result in the largest volume of sales for each article.

14. Given a series of advertisements and a list of pricing factors, identify two ads that best exemplify a particular pricing strategy.

UNIT IV SELLING

15. Determine the amount of selling effort that will be needed to close the sale of a given product.

16. Given a conversation between a salesman and a customer, determine at what points in the conversation the customer reaches the following stages of the sale: (1) attention, (2) interest, (3) desire, (4) conviction, and (5) action. In the same dialogue, identify and evaluate (1) the approach, (2) the main body of the presentation, and (3) the closing.

17. Given a list of selling statements, indicate which of the five buying decisions must be made before a sale can proceed.

18. Given several prospect responses to sales presentations, distinguish between the excuses and the objections.

19. Given a list of customer responses, including comments, questions, and actions, identify those that are possible buying signals.

20. Given a product, develop a complete sales presentation.

21. Given a list of personal qualities, indicate the ones a successful salesman should possess, and then explain why each is important to his career.

22. Evaluate yourself in terms of a sales personality.

UNIT V DISPLAYING THE PROMOTING

23. Be able to determine upon sight the following types of displays: open, closed, buildup, shadow box, and shelf.

24. Select a window display and judge its effectiveness using a display rating sheet.

25. Given a display, identify its outstanding design components.

26. Prepare three pencil sketches and identify the design characteristics of a proposed display.

27. Given a list of available display materials, specify the uses of each.

28. Given merchandise and a list of available display materials, select the most appropriate materials to be used in that display.

29. Given a plan for a display, including space, merchandise, and available materials, construct an appealing display that has sales power.

30. Given a group of promotional techniques, a group of products, and a store location, select those promotion techniques that will sell the maximum amount of the products at a profit.

31. Given a retailer, prepare a publicity release for a store opening.

32. Given a business firm, plan a public relations program to promote good relations with employees, customers, and the community.

UNIT VI ADVERTISING

33. Identify and classify individual advertising media with major groupings of advertising media.

34. Given information and selling points of a product, plan and write a headline, a subhead, and body copy for an effective newspaper advertisement.

35. Develop a suitable mailing list for a direct mail promotion.

36. Design a direct mail envelope and letter that indicates your knowledge of the sales aim and audience and attracts attention, builds interest and desire, creates conviction, and gets action.

37. Set goals, determine methods of promotion, and select advertising media for the promotion campaign of a new consumer product.

38. Given a travel agency or other service firm, plan an advertising campaign, prepare layouts, and write copy for the newspaper ads.

39. Plan and prepare a sales presentation to a prospective radio advertiser for a given product.

40. Apply the triple-associates test method in the measurement of a given advertsiement's effectiveness.

UNIT VII DISTRIBUTING

41. Given a purchase order and a certain inventory of merchandise, prepare an invoice and all related merchandise handling documents.

42. Given a shipment of merchandise and routing information, prepare a bill of lading with 100 percent accuracy.

43. Given an incoming shipment, prepare a receiving report with 100 percent accuracy.

44. Identify and describe the uses of the more common kinds of price tickets.

45. Given a list of commodities to be shipped, determine appropriateness of using motor freight as measured by the four transportation factors.

46. Given a list of commodities to be shipped, select those that could most appropriately be shipped by rail, by frieght forwarder, and by other carriers (specify) as measured by the four transportation factors.

47. Given a list of items to be shipped, select the most appropriate package and indicate how the item should be packed using the most efficient and economical method.

48. Given a list of items to be handled, identify a suitable method of storage and the most appropriate methods of moving the merchandise from one location to another.

UNIT VIII SERVICING

49. Given a list of customer services, distinguish the customer services used to support a sale of a product, and those that are profit centers.

50. Identify and classify the customer services provided in your locality of distributive businesses.

51. Identify the types of credit plans offered to customers of business firms, and list some of the primary conditions of each plan.

52. Given a delinquent customer, devise and implement a collection procedure to gain payment.

53. Identify the accommodation services provided by a given marketing firm.

54. Identify the merchandise handling services provided by a given marketing firm.

55. Given a retailer, a wholesaler, and a manufacturer, identify the informational and advisory services that each might extend to customers.

56. Identify customer shopping conveniences provided by different types of retail stores.

57. Identify the types of users of rental equipment and determine the sources of rental services in your community.

UNIT IX RESEARCHING

58. Determine through personal interviews why consumers purchase a selected type of product, and categorize the reasons according to the four Ps of the marketing mix.

59. Given a series of research questions, locate and select appropriate sources of secondary data to accurately compile needed marketing data.

60. Given a research problem, prepare an economical and effective sample to be used in conducting a marketing study.

61. Conduct interviews of selected respondents and record responses with 100 percent accuracy.

62. Given a research study, conduct the preliminary research; select a statement of the problem; develop the hypothesis; and prepare a schedule for the research plan.

63. Edit, code, tabulate, analyze, interpret, and prepare an effective written marketing research report.

64. Prepare a chapter or a complete marketing research project in accordance with Distributive Education Clubs of America guidelines.

UNIT X WHOLESALING

65. Locate and describe the number and type of wholesale firms doing business in your area. Determine the total number of people employed in those firms.

66. Given several wholesalers' advertisements in trade journals or magazines, identify the type of service promoted and explain how this service adds value to a given product.

67. Given a wholesale route salesman, identify and classify his service and his selling activities.

68. Recognize merchandise aids provided by a given wholesaler, and identify those aids that contribute directly to the selling process.

69. Given a wholesale firm, identify the sources of data that may be used in product planning and specify the method used to evaluate each source.

70. Given a wholesaler with a potential private-label product, identify the steps taken to develop the product and market it.

71. Given a large wholesaler, identify the methods used to check and record an incoming shipment and the types of materials handling equipment used to store goods and pick orders.

72. Given a wholesaler, identify the techniques, list the media, and describe and evaluate his total promotion strategy.

73. Given a list of marketing transactions, identify the type or types of wholesaling specialists best suited to operate in each environment.

74. Assess your own skills, desires, and aptitudes, and prepare an employment application form and covering letter for a wholesaler.

MARKETING COMPETENCIES

INTERVIEW FORM

Th Ha During the past unit, was it an objective to have students receive knowledge and training in handling the product. By this I mean acquiring the knowledge, skills, or attitudes related to identifying product attributes, choosing the proper tools to work on the product, cleaning and caring for the product.

__In. Was it an objective for students to obtain and retain certain information about the handling of a product, independent of their skills and abilities or their attitudes concerning the handling of things? This acquired information could be indicated through oral or written questions, notebooks, or class discussions.

__Sk. Independent of the information or attitudes involved in the handling activities, was it an objective for students to acquire and display some degree of skill, dexterity or ability in handling the product.

__At. As a product of the past unit, were students expected to show favorable attitudes and feelings toward these simple actions such as handling the product carefully, in the proper way?

Th Op In the past unit, was it an objective to have students acquire knowledge, skills, or attitudes related to the following activities: operating and using the product (e.g. repair a product, assembling or disassembling parts of the product or, removing and replacing worn parts on the product)?

__In. Was it an objective for students to indicate their acquired knowledge or information about these activities through oral or written questions, notebooks, or class discussions? This retained information is independent of their skills and abilities to perform these activities, of their attitudes concerning the operation functions.

__Sk. Regardless of the information or attitudes concerning the product, was it an objective for students to acquire and display some degree of skill and ability in using the product.

__At. As a result of the past unit, were students expected to develop favorable attitudes and feelings about assembling-disassembling, repairing, replacing the product. How does the student indicate that he has developed the proper attitudes?

Th An During the past unit, was it an objective to have students receive knowledge and training in analyzing concrete objects about the product. By this I mean acquiring the knowledge, skills, or attitudes related to: examining, diagnosing, picking apart, or analyzing any concrete object for the purpose of determining the relationship of one part to another? Another analyzing activity may be locating and troubleshooting any malfunctions or problems which may occur in the product?

__In. Was it an objective for students to obtain knowledge about analyzing or troubleshooting malfunctions of the product? Was the student expected to answer questions, participate in class discussions, or give some kind of account to let you know he had retained this information?

__Sk. Was it an objective for students to acquire some degree of skill and ability in performing analytical activities?

__At. Was it an objective of the past unit to cultivate in the student favorable attitudes toward analyzing, testing, or troubleshooting?

Th In Was it an objective during the past unit to provide students with the knowledge, skills, or attitudes necessary to enable them to invent, design, or create some new or original product?

__In. What kind of indices or measures do you use to indicate that the student has obtained and retained information about inventing, designing, or creating? I am interested only in the knowledge that the student has acquired regardless of his skill in performing these functions or his attitude toward them.

__Sk. Was it an objective for students to demonstrate skills and abilities in being able to invent, design, or create new and original products, independent of the information or attitudes involved in this activity?

__At. Was the development of favorable attitudes and feelings of the students toward the inventing activities an objective of this past unit?

Da
St/Re During the last unit, was it an objective to have students acquire the knowledge, skills, or attitudes related to the following: learning definitions of terms, names of processes; learning to read meters; remembering historical events, rules, procedures, formulas, rations, standards, or prices which may be related to product planning?

__In. Independent of their skills, attitudes, or use, was it an objective for students to remember rules, events, procedures, standards, etc.? Was it an objective for the student to know how to copy or record information, for example in filling out a work order with given information? Was it an objective for them to know how to read instruments?

__Sk. Was it an objective for students to acquire and display certain skills and proficiencies in learning new terms, recording data, remembering events or formulas, or copying materials given in class?

__At. Was it an objective for students to acquire favorable feelings, attitudes, respect, etc., toward these activities?

Da Ma During the past unit, was it an objective to have students receive knowledge and training in using data? By this I mean acquiring the knowledge, skills, or attitudes which would enable the student to do at least one of the following: use symbols and signs, as in making schematics; use language to write essays; calculate using formulas; or apply laws, ideas, or concepts.

__In. Was it an objective for students to obtain and retain information about using data such as symbols, numbers, words, ideas, or concepts? What is an example of this? How does the student indicate his knowledge to you?

__Sk. Was it an objective for students to acquire and display some degree of skill and proficiency in writing, calculating, making drawings, using math or symbols?

__At. Was it an objective for students to acquire and display favorable attitudes and feelings toward performing these activities?
- e.g., student expresses some satisfaction in using mathematics

Da An During the past unit, was it an objective to have students acquire knowledge, skills, or attitudes related to analyzing abstracts in tangible phenomena such as statistical data, historical events or experiences, or pick apart, examine closely, or analyze concepts, principles, or ideas?

__In. Regardless of the students' actual performances and their attitudes concerning analyzing activities, was it an objective for students to have knowledge of analyzing concepts, principles, or ideas, and demonstrate it by answering test questions or responding orally in class?
- e.g., student can provide a plan to test out an idea and show how data would be analyzed to determine the results of this data.

__Sk. Was it an objective to have students acquire some degree of skill and proficiency in actually performing analyses?
- e.g., student is able to collect data, analyze it, and interpret the results (This skill is independent of the student's acquired information or his attitude.)

__At. Was the development of a favorable attitude toward analytical activities an objective of the past unit?
- e.g., student shows interest and excitement in analyzing concepts or ideas correctly.

Da Sy Was it an objective of the past unit to have students acquire knowledge, skills, or attitudes related to formulating product policies, or developing theories, laws, axioms, or principles; bringing together the knowledge and information of a general synthesis?

__In. Was it an objective for students to obtain and retain certain information about developing or formulating new theories, generalizations, or principles? This acquired information could be indicated through oral or written questions, notebooks, or class discussions, and does not include the student's skill or attitudes concerning these activities.

__Sk. Independent of the information and attitudes involved in the synthesizing activities, was it an objective for students to acquire and display some degree of skill and ability in formulating new theories, laws, axioms, etc.?
- e.g., student has knack for developing new principles about product planning.

__At. As a product of the past unit, were students expected to show interested attitudes toward synthesizing?
- e.g., student enjoys figuring out new laws.

Pe Se In the past unit, was it an objective to have students acquire the knowledge, skill, or attitude related to the social conventions and etiquette in dealing with people as a subordinate?
- e.g., the proper way and the common courtesies extended when dealing with superiors while serving them, carrying out their orders, taking instruction, assisting them, or otherwise acting in a subordinate capacity.

__In. Was it an objective for students to indicate their acquired knowledge of conventions, etiquette, and courtesies of subordinates through quizzes, notebooks, class discussions, or other means, other than performance and attitude?
- e.g., student can explain the proper technique and ways of dealing with superiors while assisting, serving or carrying out orders.

__Sk. Was it an objective for students to show increases in their interpersonal skills and abilities in dealing with superiors? What kind of thing do you look for as an indicator?

__At. Was it an objective for students to develop an appreciation of proper subordinate behaviors in carrying out orders, serving, assisting, or complying with instructors?
- e.g., the student acknowledges the importance of being punctual.

Pe In Was it an objective during the past unit to have students acquire knowledge, skills, or attitudes related to interacting in various situations with peers who may be considered as the general public, fellow students, or workers? These situations may occur in such activities as passing information between one another, discussing things, instruction peers on some activity or cooperation in the use of equipment.

__In. Was it an objective for students to answer test questions, keep notebooks, hold class discussions, to indicate their acquired knowledge of social amenities and courtesies while dealing with peers, fellow workers, or the general public?
- e.g., student is able to list the techniques one follows in dealing with a store clerk or customer.

__Sk. Was it an objective for students to acquire and display social skills and techniques in dealing with peers, fellow workers, or the general public through actual or role-playing situations?

__At. Was it an objective to develop feelings and attitudes toward good interpersonal relations, appreciation of the importance of good relations, and confidence in dealing with peers?

Pe Su During the past unit, was it an objective for students to learn supervisory functions? What arrangements do you have for students?

__In. Are students expected to have some knowledge of interpersonal relations regardless of how skillful they may be or how they feel about it?
- e.g., do you have test questions concerning interpersonal relations?

__Sk. Was it an objective for students to develop and display supervisory skills and abilities in directing or overseeing work?
- e.g., student displays decorum in making work assignment.

__At. As a product of the past unit, was it an objective for students to realize the importance of sound human relations, techniques in supervisory activities, or gain some appreciation for the role of supervisor in dealing with people?

Pe Ad In the past unit, was it an objective to provide students with the necessary knowledge, skills, or attitudes related to administration activities such as in formulating personnel policies, negotiating policies, or the general management of people in an industry?
- e.g., develop a credit collection plan.

__In. What do you use to verify that the student has obtained and retained information concerning the general management of people in an industry?

__Sk. Was it an objective for students to acquire and display some degree of skill and ability in performing these functions?
- e.g., develop a new customer service policy.

__At. Were students expected to show favorable attitudes toward these activities such as knowing the importance of being a good marketer.

Pe Co Was it an objective of the past unit for students to acquire the knowledge, skills, or attitudes related to counseling, therapy, or educating people?
- e.g., the techniques used in counseling people on personal problems or advising them on careers.

__In. Regardless of skills or attitudes concerning counseling, was it an objective for students to obtain and retain certain information about counseling, advising, or educating people?

__Sk. Was it an objective for students to acquire and display skills and abilities in actually counseling people on problems, in giving advice, or treating people as does a school or professional counselor?

__At. Was it an objective for students to show favorable attitudes towards these activities such as knowing how critical proper counseling is?

CATEGORIZATION OF OBJECTIVES

(BASED ON YAGI'S TAXONOMICAL SYSTEM)

MARKETING COMPETENCIES

	Things				Data				People			
	Ha	Op	An	In	S/R	Ma	An	Sy	Se	In	Su	A/C
In		x	x	x	x	x	x	x		x	x	x
Sk			x	x		x	x	x				x
At			x									x

HIGH SCHOOL ENTRY LEVEL OCCUPATIONAL AREAS
Auto and Petroleum
Apparel and Accessories
Floristry
Food Dist. and Services
General Merchandise
Hardware
Home Furnishings
Recreation and Tourism
Personal Services
Transportation
MARKETING COMPETENCIES
Product Planning
Buying
Selling
Displaying & Prom.
Advertising
Distributing
Servicing
Researching
Wholesaling
Pricing
Attitudes
Skills
Information
Objectives
MATRIX OF MARKETING COMPETENCIES

INSTRUMENT FOR TASK ANALYSIS

(MARKETING COMPETENCIES)

NO	TASK PERFORMANCE	LEARNING DIFFICULTY	IMPORTANCE	GROUP INSTRUCTIO
1	Describing the product life cycle.			
2	Identify sources of ideas for new products.			
3	Design an appropriate brand for a product.			
4	Describe, sketch, and design a suitable package for a product.			
5	Identify pricing methods and policies.			
6	Determine worth of stock item.			
7	Evaluate suppliers for products.			
8	Construct a merchandise plan.			
9	Analyze a perpetual inventory system.			
10	Compute stockturnover rate.			
11	Analyze advertisements for pricing strategy.			
12	Analyze the five buying decisions.			
13	Develop a complete sales presentation.			
14	Analyze personal qualities of a salesman.			
15	Determine type of displays.			
16	Judge a window display.			

INSTRUMENT FOR TASK ANALYSIS

(MARKETING COMPETENCIES)

NCE	LEARNING DIFFICULTY	IMPORTANCE	GROUP INSTRUCTION	INDIVIDUAL INSTRUCTION
product life cycle.				
es of ideas for new				
opriate brand for a				
ch, and design a ge for a product.				
ng methods and policies.				
h of stock item.				
iers for products.				
rchandise plan.				
etual inventory				
urnover rate.				
isements for pricing				
ve buying decisions.				
lete sales presentation.				
l qualities of a				
of displays.				
display.				

NO		LEARNING DIFFICULTY	IMPORTANCE	GROUP INSTRUCTION
17	Prepare pencil sketches of a display.			
18	Specify uses of display materials.			
19	Construct a window display.			
20	Prepare a publicity release.			
21	Plan a public relations program.			
22	Classify advertising media.			
23	Write a headline, a subhead, and body copy.			
24	Prepare a direct-mailing list.			
25	Design a direct-mail envelope and letter.			
26	Set goals for promotion strategy.			
27	Plan an advertising campaign.			
28	Prepare a radio advertising presentation.			
29	Apply the triple--associates test method.			
30	Prepare an invoice.			
31	Prepare a bill of lading.			
32	Prepare a receiving report.			
33	Classify customer services by support and product.			
34	Identify types of credit plans.			
35	Implement a collection procedure.			
36	Select users of rental equipment.			

	LEARNING DIFFICULTY	IMPORTANCE	GROUP INSTRUCTION	INDIVIDUAL INSTRUCTION
sketches of a display.				
display materials.				
dow display.				
city release.				
elations program.				
ising media.				
e, a subhead, and				
t-mailing list.				
-mail envelope and				
promotion strategy.				
ising campaign.				
advertising presen-				
le--associates test				
oice.				
of lading.				
iving report.				
mer services by oduct.				
of credit plans.				
llection procedure.				
f rental equipment.				

NO		LEARNING DIFFICULTY	IMPORTANCE	GROU INSTRUC
37	Locate sources of secondary data.			
38	Prepare a sample for a marketing sutdy.			
39	Conduct interviews for a marketing study.			
40	Prepare a marketing research study.			
41	Edit a marketing research report.			
42	Code a marketing research report.			
43	Tabulate a marketing research report.			
44	Analyze a marketing research report.			
45	Interpret a marketing research report.			
46	Locate types of wholesale firms.			
47	Determine merchandise aids for wholesalers.			
48	Use methods to check and record incoming shipments.			
49	Evaluate a wholesaler's promotional strategy.			
50	Prepare an employment application form and covering letter for a wholesaler.			

	LEARNING DIFFICULTY	IMPORTANCE	GROUP INSTRUCTION	INDIVIDUAL INSTRUCTION
s of secondary data.				
ple for a marketing sutdy.				
views for a marketing				
keting research study.				
ing research report.				
ing research report.				
rketing research				
keting research report.				
arketing research report.				
of wholesale firms.				
chandise aids for				
o check and record ments.				
olesaler's promotional				
oloyment application ring letter for a				

LESSON PLAN

The lesson plan is the most ignored or misunderstood tool for teaching and is probably the most important tool that a teacher can use. An accurate and complete lesson plan will provide: 1) a teaching guide, 2) a set of instructional strategies. 3) a set of educational objectives, 4) evaluation strategies, 5) a record of teaching progress, 6) needed changes in instructional strategies and 7) a future planning guide.

TASK/TOPIC Identifying the five most common kinds of real objections

EDUCATIONAL OBJECTIVE FOR STUDENT - To be able to identify the five most common kinds of real objections. To be able to differentiate among the five most common kinds of real objections when given a series of objections.

ASSUMPTIONS OF STUDENT PRIOR EDUCATION/ABILITY - Knows the meaning of the term "objection to a Sale".
INSTRUCTIONAL STRATEGY FOR INSTRUCTOR: Use student participation slips entitled "Customer Sales Resistors to Identify Most Common Kinds of Real Objections"

EXECUTION OF INSTRUCTION

INTRODUCTION - Review the meaning of the term, "Objection to a Sale Indicate necessity to identify common types of objections.

PRESENTATION: Distribute Student Participation slips entitled "Customer Sales Resistors". Have each student read their list of sales resistors. Use chalkboard to identify each type of objection from student's list.

STUDENT APPLICATION

Refer to workbook, pages 34-35. Complete assignments A, B, C and D.

SUMMARY

Review common types of objections. Next lesson will concentrate on handling these objections.

EVALUATION STRATEGY - Workbook assignment, pages 34-35, assignments A, B, C and D. Students should at least be able to identify all five types of objections through this exercise.

SUPPLIES NEEDED - Student workbook, student participation sheets: customer sales resistors.

EQUIPMENT NEEDED - None

EVALUATION OF INSTRUCTION: Determined through review of assignment to be discussed at next class meeting.

LESSON PLAN

The lesson plan is the most ignored or misunderstood tool for teaching and is probably the most important tool that a teacher can use. An accurate and complete lesson plan will provide: 1) a teaching guide, 2) set of instructional strategies, 3) a set of educational objectives, 4) evaluation strategies, 5) a record of teaching progress, 6) needed changes in instructional strategies and 7) a future planning guide.

TASK/TOPIC- Preparation and use of an Objection Analysis Sheet.

EDUCATIONAL OBJECTIVE FOR STUDENT - Be able to write a definition of an objection analysis sheet. - be able to differentiate among the types of objections when given an objection analysis sheet - be able to demonstrate the ability to use an objection analysis sheet for the purpose of anticipating types of objections.
ASSUMPTIONS OF STUDENT PRIOR EDUCATION/ABILITY
See comment on back of sheet
INSTRUCTIONAL STRATEGY FOR INSTRUCTOR: Show example of an objection analysis sheet through pass-out. Use question-answer technique to identify types of objections.

EXECUTION OF INSTRUCTION

INTRODUCTION
Distribute a list of sales resistors to students. Review types of objection through the list of sales resistors. Indicate the necessity to analyze objections through the objection-analysis sheet.

PRESENTATION
Distribute instructional sheet entitled "Objection Analysis Sheet". Emphasize meaning and purpose of objection analysis procedure through instructional sheet. Show how customer's expressions are related to the types of objections.
STUDENT APPLICATION
Refer to Workbook, pages 1 and 2. Complete assingments A, B, C, and D.

SUMMARY

Through the workbook assignment, each student will be able to: (a) define the purpose of objection analysis sheet, (b) construct an objection analysis sheet by showing each type of objection.

EVALUATION STRATEGY - Workbook assignment, pages 1 and 2, assignments A, B, C, and D. Written description of an objection analysis sheet. Construction of an objection analysis sheet.

SUPPLIES NEEDED: Student workbook; instructional sheets (objection analysis sheet). List of sales resistors.

EQUIPMENT NEEDED: None

EVALUATION OF INSTRUCTION: Determined through review of assignment to be discussed at the next class meeting.

LESSON PLAN

The lesson plan is the most ignored or misunderstood tool for teaching and is probably the most important tool that a teacher can use. An accurate and complete lesson plan will provide: 1) a teaching guide, 2) a set of instructional strategies, 3) a set of educational objectives 4) evaluation strategies, 5) a record of teaching progress, 6) needed changes in instructional strategies and 7) a future planning guide.

TASK/TOPIC Judging the Effectiveness of a Window Display

EDUCATIONAL OBJECTIVE FOR STUDENT Select a window display and judge its effectiveness using a display rating sheet.

ASSUMPTIONS OF STUDENT PRIOR EDUCATION/ABILITY Comprehension of the fundamentals of display construction.
INSTRUCTIONAL STRATEGY FOR INSTRUCTOR Present rating sheet. Discuss components of the rating sheet.

EXECUTION OF INSTRUCTION

INTRODUCTION Review key elements of window display construction.

PRESENTATION Review key elements of window display construction

STUDENT APPLICATION Students will use rating sheet to judge the effectiveness of a window display.

SUMMARY Review purpose and functions of the rating sheet.

EVALUATION STRATEGY Compare professional rating sheet with study rating sheet.

SUPPLIES NEEDED Rating sheets for window display.

EQUIPMENT NEEDED None

EVALUATION OF INSTRUCTION Judge deviations between professional rating sheet with student's rating sheet.

LESSON PLAN

The lesson plan is the most ignored or misunderstood tool for teaching and is probably the most important tool that a teacher can use. An accurate and complete lesson plan will provide: 1) a teaching guide, 2) a set of instructional strategies, 3) a set of educational objectives, 4) evaluation strategies, 5) a record of teaching progress, 6) needed changes in instructional strategies and 7) a future planning guide.

TASK/TOPIC Preparation of a Merchandise Plan

EDUCATIONAL OBJECTIVE FOR STUDENT Given the planned sales figure and other supporting information for a men's shoe department, construct a merchandise plan for a six-month period.

ASSUMPTIONS OF STUDENT PRIOR EDUCATION/ABILITY Comprehension of the components of a merchandise plan.
INSTRUCTIONAL STRATEGY FOR INSTRUCTOR Preparation of a six month merchandise plan to illustrate components of a budget.

EXECUTION OF INSTRUCTION

INTRODUCTION Review components of a merchandise plan.

PRESENTATION Illustrate the construction of a six-month merchandise plan through the use of problem 1A - page 60 of textbook.

STUDENT APPLICATION Problem 1-B - page 60 of textbook. Apply to merchandise plan.

SUMMARY Review purpose and function of the merchandise plan.

EVALUATION STRATEGY Problem 1B, page 60 of textbook

SUPPLIES NEEDED Text

EQUIPMENT NEEDED Text

EVALUATION OF INSTRUCTION Review of problem 1B, page 60 of textbook.

LESSON PLAN

The lesson plan is the most ignored or misunderstood tool for teaching and is probably the most important tool that a teacher can use. An accurate and complete lesson plan will provide: 1) a teaching guide, 2) a set of instructional strategies, 3) a set of educational objectives, 4) evaluation strategies, 5) a record of teaching progress, 6) needed changes in instructional strategies and 7) a future planning guide.

TASK/TOPIC Analysis of the Stages of a Sale

EDUCATIONAL OBJECTIVE FOR STUDENT Given a conversation between a salesman and a customer, determine at what points in the conversation the customer reaches the following stages of the sale: 1) Attention, 2) Interest, 3) Desire, 4) Conviction, and 5) Action.

ASSUMPTIONS OF STUDENT PRIOR EDUCATION/ABILITY Stages of the sales have been presented.
INSTRUCTIONAL STRATEGY FOR INSTRUCTOR Use transparency to review stages of a sales presentation. Use student discussion to analyze stages of a sales presentation.

EXECUTION OF INSTRUCTION

INTRODUCTION Review stages of a sale through transparency. Indicate that a sales presentation contains all five stages.

PRESENTATION Use sales presentation on page 437 of textbook to emphasize stages to a sale. Ask students to recite each line in the conversation and determine stage of the sale.

STUDENT APPLICATION Page 43 of Workbook. Students will use exercise to analyze stages to a sale.

SUMMARY Review sales presentation to highlight stages to a sale.

EVALUATION STRATEGY Student exercise, page 43 of workbook.

SUPPLIES NEEDED Text. Transparencies depicting stages to a sale.

EQUIPMENT NEEDED Overhead projector

EVALUATION OF INSTRUCTION Student's ability to accomplish exercise - page 43 of workbook.

LESSON PLAN

The lesson plan is the most ignored or misunderstood tool for teaching and is probably the most important tool that a teacher can use. An accurate and complete lesson plan will provide: 1) a teaching guide, 2) a set of instructional strategies, 3) a set of educational objectives, 4) evaluation strategies, 5) a record of teaching progress, 6) needed changes in instructional strategies and 7) a future planning guide.

TASK/TOPIC Writing a Headline, a Subhead, and Body Copy

EDUCATIONAL OBJECTIVE FOR STUDENT Given information and selling points of a product, plan and write a headline, a subhead, and body copy for an effective newspaper advertisement.

ASSUMPTIONS OF STUDENT PRIOR EDUCATION/ABILITY Comprehension of qualities of effective headline, subhead, and body copy
INSTRUCTIONAL STRATEGY FOR INSTRUCTOR Show examples of effective headlines and body copy in advertisements. Illustrate major essentials

EXECUTION OF INSTRUCTION

INTRODUCTION Review essential elements of headlines and body copy

PRESENTATION Use opague projector to show examples of headline, subhead, and body copy that have been used in effective ads.

STUDENT APPLICATION Class assignment: Use product on page 72 of text. Have students construct headline, subhead, and body copy

SUMMARY Students should observe examples in the process of constructing their headline, subhead, and body copy

EVALUATION STRATEGY Rating effectiveness of initial construction of headline, subhead, and body copy

SUPPLIES NEEDED Text. Advertising mat sheets. Examples of effect ads.

EQUIPMENT NEEDED Opague Projector

EVALUATION OF INSTRUCTION Based on rating effectiveness of initial construction of headline, subhead, and body copy